

**TYPES, METHODS AND METHODS OF TEACHING CHILDREN'S VISUAL
ACTIVITIES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS****Gozal Sharipova***Pedagogy of preschool education and Associate Professor of the department of Psychology*

Abstract: this article describes the methods of organizing the educational process carried out in the “Art” development centers for teaching children the fine arts in preschool educational organizations.

Annatatsiya: mazkur maqola Maktabgacha ta'lim tashkilotlarida bolalarni tasviriy faoliyatga o'rgatishda “San'at” rivojlanish markazlarida olib boriladigan ta'limiy jarayinlarini tashkil etish metodlari yoritib berilgan.

Аннотация: в данной статье описаны методы организации образовательного процесса, проводимого в центрах развития «Искусство» по обучению детей изобразительной деятельности в дошкольных образовательных организациях.

Teaching methods are defined as the only way chosen to solve a given problem according to the accepted definition in pedagogy. It is a means of teaching the entire activity of the child and the educator in training, it does not determine the nature of the activity in training, it has a narrow meaning in education. Some methods do not determine the general direction of training work, but appear as a method.

For example: at the beginning of the lesson, a poem (story) is read to arouse children's interest in the given task, and in other lessons, reading a poem serves for the teacher, that is, a lesson used to organize the head. Children's independent work plays an important role in the preschool educational institution, but these independent works do not include children's solving complex problems, because such complex problems require a long time. The rest of the methods are difficult for preschool children, because almost all of them are related to solving problematic issues. Game methods are the main group specific to the preschool educational institution, and these games can be used in different methods.

Demonstration method and teaching methods. The observation method forms the general basis of the visual activity training system. Because it serves as an important factor in studying the environment, knowing and reflecting it. The development of children's creative abilities depends on how well children develop the ability to observe, communicate with the world around them, distinguish commonness and individuality. But the observation itself does not fully allow to describe the seen. It is necessary to teach children important ways of describing, ways of using different imaging materials. Demonstration methods and teaching methods include the use of nature, picture reproductions, samples, other visual aids, examination of individual subjects, teaching methods of description by the teacher, showing the children's work at the end of the lesson. including showing, evaluating them. Demonstration method and teaching methods.

The observation method forms the general basis of the visual activity training system. Because it serves as an important factor in studying the environment, knowing and reflecting it. The development of children's creative abilities depends on how well children develop the ability to observe, communicate with the world around them, distinguish commonness and individuality. But the observation itself does not fully allow to describe the seen. It is necessary to teach

children important ways of describing, ways of using different imaging materials. Demonstration methods and teaching methods include the use of nature, picture reproductions, samples, other visual aids, examination of individual subjects, teaching methods of description by the teacher, showing the children's work at the end of the lesson. including showing, evaluating them.

Use of nature. The use of nature in visual arts means the description of an object or scene based on observation. When working with nature, the appearance of the object is depicted from a certain point of view, taking into account the position of the nature in relation to the eyes of the person who is drawing. This natural imaging feature helps to develop a special perception during training. The main thing in this is the child's perception, the object depicted on the plane (picture, appliqué) is perceived only from one side; children should have the opportunity to turn nature and analyze the size and shape in different turns when making things from clay and building-making. We will consider some features of using nature in working with preschool children.

Natura facilitates the work of memory, because the imaging process is combined with perception, it helps to correctly understand and deliver the shape, structure, color of the object. Regardless of the abilities of 4-5-year-old preschool children, compared to the work of a school student or an artist with nature, there is a unique difference in the way children analyze the depicted object and work with this nature. For children of preschool age, it should be simple in shape and clearly drawn. For example: children draw a car from the side and a doll from the front, and they cannot convey the size. If there is a large number of children in the group, 2-3 identical objects are placed so that they all look equal. The educator examines nature together with the children in parts, in which he facilitates the process of analysis and directs it with his words and actions. This process requires a certain culture of perception, developed analytical thinking. Such skills begin to develop in children at the age of 5-6. At this age, children try to compare what they are describing with nature. For example: when describing natural fir branches in a large group, children place the branch in space (vertically or obliquely) and draw the number and size of branches on the branch on the left and right sides, in dark or light color.

Examining subjects in class. In small and medium groups, special subjects are often shown at the beginning of the training. Balls, ribbons, shovels, etc. are shown to children in order to focus their attention on the task and to revive their imagination. During the rest of the lesson, children draw based on their imagination. They cannot compare their pictures to the objects they see and do not refer back to their perception of the objects. There will be an opportunity to review subjects in a large group. For example: before drawing a picture or making an object on the theme of the "Three Bears" fairy tale, the teacher should ask the children to look at the toy bear, determine the main features of the shape of the object and the proportions of some parts, and then determine the proportions of these parts in relation to the rotation of the object. suggests observing the change. Children choose which episode of the fairy tale to draw, and depict the bear in a suitable position in relation to this episode.

Using a sample. The use of exemplars is more of a teaching method. Children should be shown beautiful objects to increase their general aesthetic taste. For example: carpets, vases, embroidery, etc. In decorative drawing classes, children not only reflect the objects they see and redraw the patterns on them, but also learn to independently reflect the patterns and draw by matching bright colors and shapes. Therefore, at the initial stage, children draw elements of the pattern from the sample, and then change the position and color of the elements. After the children have reached a certain level of competence, several different models can be shown to the children. In some activities, the teacher sets a model, and the children review, get to know, and work independently without the guidance of the teacher. When drawing with an object or making an

object, a sample is placed not for copying, but for determining the idea of the object being depicted.

References:

1. Махмудова, Д. М. (2022). МАКТАБГАЧА КАТТА ЁШДАГИ БОЛАЛАРНИ КИТОБХОНЛИККА ТАЙЁРЛАШ МЕТОДЛАРИ. Results of National Scientific Research International Journal, 1(6), 274-278.
2. Кадирова, Ф. Р., & Махмудова, Д. М. (2022). Мактабгача катта ёшдаги болаларни китобхонликка тайёрлаш методикасини такомиллаштириш. PEDAGOGS jurnali, 1(1), 10-16.
3. Makhmudova, D. M. (2023). EFFECTIVENESS OF INNOVATIVE TECHNOLOGIES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS. Лучшие интеллектуальные исследования, 4(1), 177-180.
4. Махмудова, Д. М. (2022, November). СПОСОБЫ ЗАИНТЕРЕСОВАТЬ ДОШКОЛЬНИКОВ ЧТЕНИЕМ. In INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE" THE TIME OF SCIENTIFIC PROGRESS" (Vol. 1, No. 3, pp. 96-101).
5. Makhmudova, D., & Raxmanova, X. (2022). РОЛЬ СОВРЕМЕННЫХ ТЕХНОЛОГИЙ В РАЗВИТИЕ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА. Science and innovation, 1(B7), 1213-1217.
6. Makhmudova, D. M., & Sultanova, Z. (2023, September). METHODS USED IN THE MORNING RECEPTION OF CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTIONS. In INTERNATIONAL SCIENTIFIC CONFERENCE" SCIENTIFIC ADVANCES AND INNOVATIVE APPROACHES" (Vol. 1, No. 4, pp. 8-12).
7. Makhmudova, D. M. (2023, September). ORGANIZATION AND MANAGEMENT OF MODERN PRESCHOOL EDUCATIONAL ORGANIZATIONS. In INTERNATIONAL SCIENTIFIC CONFERENCE" SCIENTIFIC ADVANCES AND INNOVATIVE APPROACHES" (Vol. 1, No. 3, pp. 53-57).
8. Mahmudova, D. (2023). PROBLEMS OF ARCHAEOLOGICAL TOURISM DEVELOPMENT IN NAMANGAN REGION. American Journal of Research in Humanities and Social Sciences, 8, 61-63.
9. Makhmudova, D. M. (2021). Technology of creating electronic book of fairy tales in preschool organizations. Экономика и социум, (1-1 (80)), 157-159.